

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter contains a conclusion based on the findings of the previous chapter. From the conclusions, the implications, limitations, and suggestions hopefully can contribute positively to the English teaching-learning process, particularly in using ER.

1.1 Conclusions

This study focuses on the use of ER. This study aimed to determine how the implementation of ER is carried out and how it affects students' reading comprehension among seventh-grade students. This study used a case study approach with three instruments to identify the results.

ER was successfully implemented in this study, following three stages: preparation, implementation, and follow-up activities. The findings from observations during the four meetings, questionnaire, and interview reveal that the students enjoyed doing ER activities. Most of them agreed that implementing ER activities was engaging because, according to students' answers in the interview, they said ER activities were different from previous activities, which meant ER activities were a new experience for them. Because of these ER activities, they can read English text fluently and increase their vocabulary. In addition, the use of ER had positively impacted their reading comprehension. Four influential ways of ER helped students improve their reading comprehension. They can comprehend the structures in English, increase vocabulary, help in drawing conclusions from the text, and increase reading motivation. The results of the observations, questionnaires, and interviews support these statements. Thus, the results agreed with previous research showing several ER benefits.

The other research findings recognized the difficulties the students encountered during the implementation of ER. The difficulties they encountered were three. The first one is when doing the follow-up activities; they seemed not to enjoy a group discussion and preferred pair work with their table mates. Second, they usually encounter words from the text that they do not understand the meaning of; hence, they should search for them on the internet or in a dictionary. Third, ER

did not help them understand the main ideas of the text they read, and this statement was supported by the answer from the students in an open-ended questionnaire (53.6%). However, the difficulties they encountered did not interfere with their reading comprehension of the text they read because the students generally could solve the difficulties immediately. After all, they were interested in learning and kept trying to follow the ER activities given by their teacher.

Therefore, from the research findings above, the implementation of ER is also recommended to help students improve their reading comprehension.

1.2 Implications of the Study

The implications of this current study cover significant points. First, this present study can be used as a teaching guideline for implementing ER in reading classrooms. Additionally, this study can be helpful as meaningful information on how ER affects students' reading comprehension.

1.3 Limitations of the Study

This current study was conducted with some limitations during the process. First, scope limitation; this research was conducted on a small scale, only in one junior high school class in Bandung. Second, time limitation; this research was conducted for one month only because there were many public holidays and holidays because the time is used for final exam preparation by the ninth grade. Next, the third limitation was that the teacher provided books they had to read even though they could choose the book they wanted. It is due to the teacher's concern about the difficulty of students finding books that are at their level and can be easily understood. The last, fourth, was the attention span possessed by students causes group discussions to be less effective, and, in the end, they prefer to pair work with their table mates. Therefore, the limitations of the study were reported primarily as a guide for further research.

1.4 Pedagogical Implication

In this part, the researcher will show the pedagogical implication of the research as the reflection of the researcher's findings during the research. Regarding

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the findings of this study, there are several implications for the teachers interested in implementing ER: First, teachers must have full comprehension of ER before utilizing it as a teaching-learning activity. Second, teachers should provide clear information about the learning objective before assigning students to read the material outside class time. Third, before conducting post-reading activities in the classroom, teachers should provide clear directions to students so they understand their class assignments. Fourth, when offering reading material, teachers should allow students to choose the literature they want to read rather than providing it. Students can choose the material they want to read in ER because this is consistent with Day and Bamford (2004). Fifth, teachers can substitute pair work with table mates if students are uncomfortable participating in group discussions. Allow them to do pair work as well as group discussions. Even so, pair work might boost their confidence, particularly when speaking English. Lastly, to reduce student boredom, teachers should use a variety of learning activities to make the learning process more enjoyable. Learning outside of the classroom could motivate students to participate in educational activities. It was also shown by the response of one of the students in the interview session, who mentioned that she wanted the ER activities to be carried out outside the classroom.

1.5 Suggestions

This present research has some limitations. Therefore, due to the limitations of this research, for the development of future research, the researcher provides various ideas for future research in related fields of study. First, the study compares ER in two groups of young learners. Second, the researcher explores ways to create fascinating things that can be used in class to keep students interested and actively participating in group discussions. Third, researchers should allow them to search for and select the materials they want to read without providing them. Because this is consistent with Day and Bamford's (2004) hypothesis that students can choose their reading material. Fourth, the researchers examine students' and teachers' attitudes toward implementing ER.